



# Grade 1 science



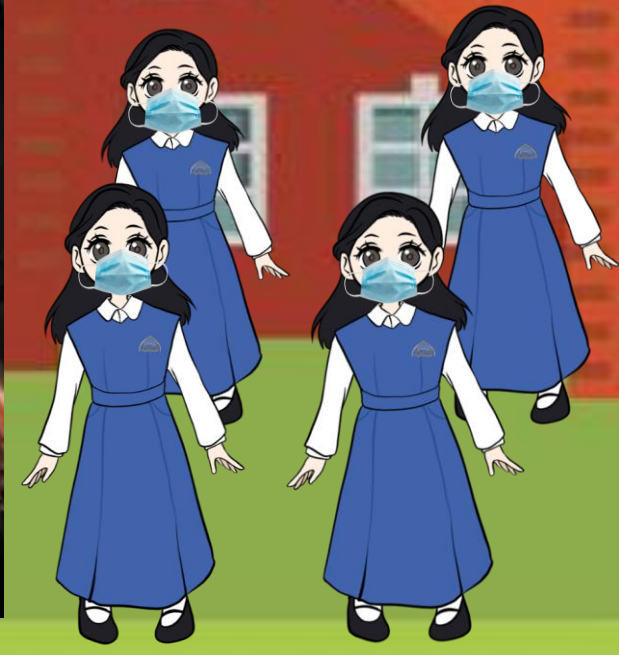
Animals` structure  
Term1 W3 L1







# Halima Al Saadeyah School Cycle 1





# Morning Exercise For Kids







In classroom rules

Always wear your  
mask in school.



Wash your hand or  
use **sanitizer**





Keep 1 m between you and others

No sharing of food or stuff





# Learning on my spot



# أتعلم من مكاني



In classroom rules



Rise your hand if you want to:

- Talk to the teacher
- Move from your seat
- Use the bathroom
- Or have a problem

**In classroom rules**



**You will  
need:**





# Functions of Animals Structure

Term1 W3 L1





**Today  
we will  
learn  
about:**

# Animals Structure

**WLT:** Students will construct explanations about the structure and function of animal body parts.

**WILF:** we can identify animals and explain how their body parts help them live



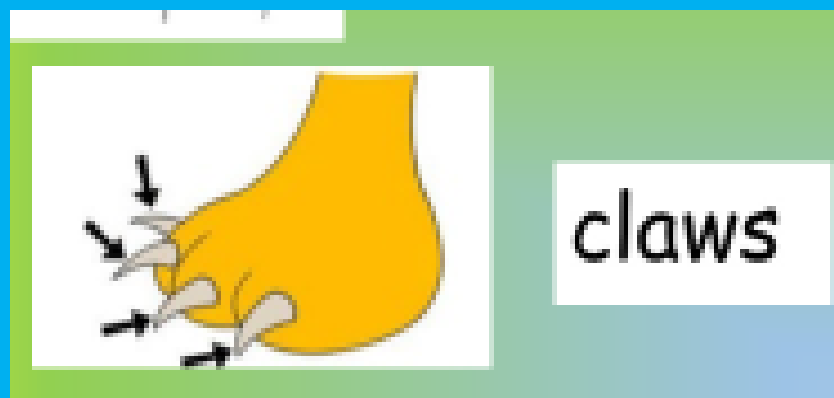
[https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Animal\\_body\\_parts/Elephant\\_du172494vd](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Animal_body_parts/Elephant_du172494vd)




# Match animals to the structure that protect them?



shell



claws



I have a  
question  
Now??

**Which structure  
help animals  
get food?**

Essential question: What structures do animals have?

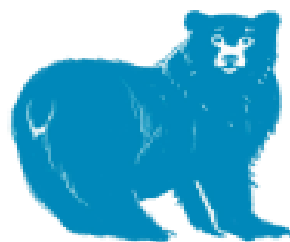


## INQUIRY ACTIVITY

## Simulation

## Explore Animal Structures

Investigate how different structures help bears, crabs, frogs, and woodpeckers survive.



 GO ONLINE

Use *Explore Animal Structures* to explore the different structures of animals.

**Make a Claim** Which structures do you think these animals use to get food?

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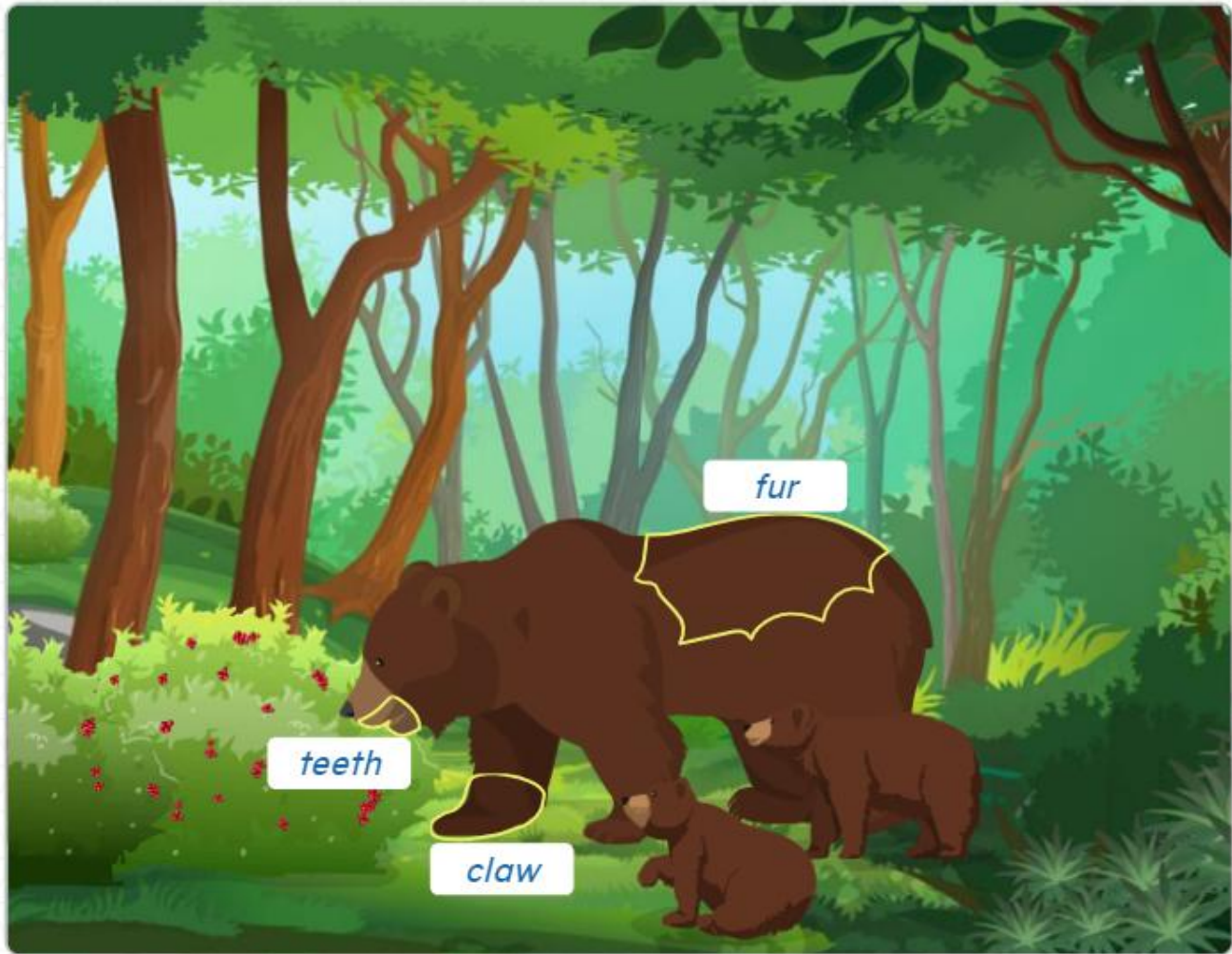
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## Investigate

1. Play the simulation.
2. Observe how a bear, a crab, a frog, and a woodpecker use their structures.
3. **Record Data** Choose two animals. Tell how they get food.



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What body part can the bear use to get berries for her cub?



Animal	Structure and Function
<b>bear</b>	<b>Teeth and claws</b>
<b>frog</b>	<b>Long tongue</b>

### Communicate

4. Compare the animals you chose.  
How are the structures they use to  
get food alike and different?

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### Talk About It

Did your observations match your claim?  
Tell a partner.



## Three-Dimensional Thinking

Answer the questions based on what you learned about animals.

1. Porcupines are covered in sharp quills.  
Based on what you know, ✓ the box that is correct.

☒

The quills are a structure that keeps the porcupine safe.

☐

The quills do not help protect the porcupine.



2. Why does this animal have such large ears?

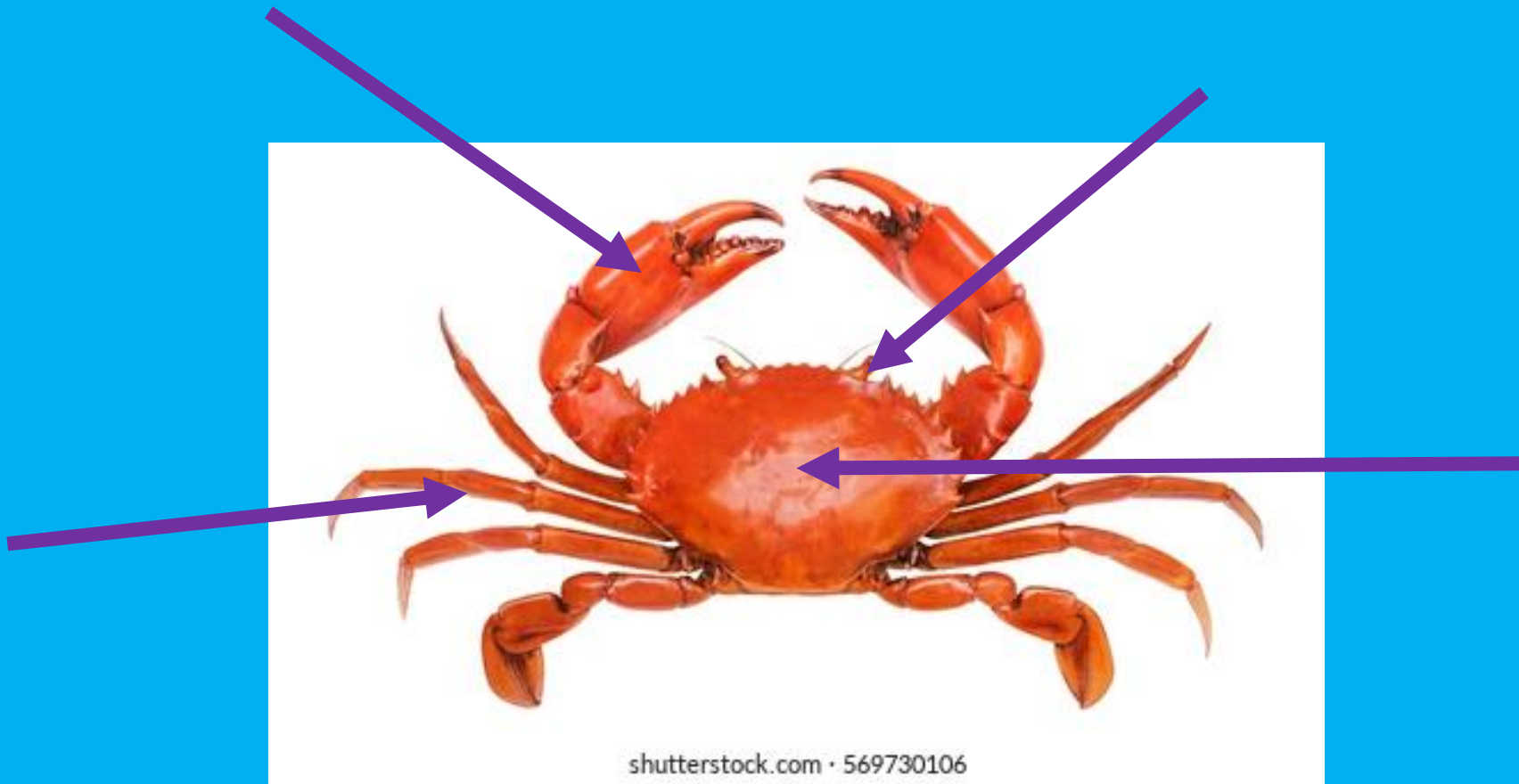
- a. The ears help this animal eat its food.
- b. The ears help this animal move from place to place.
- c. The ears help this animal hear when danger is near.



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# Label crab body part?



shell

legs

eyes

claws

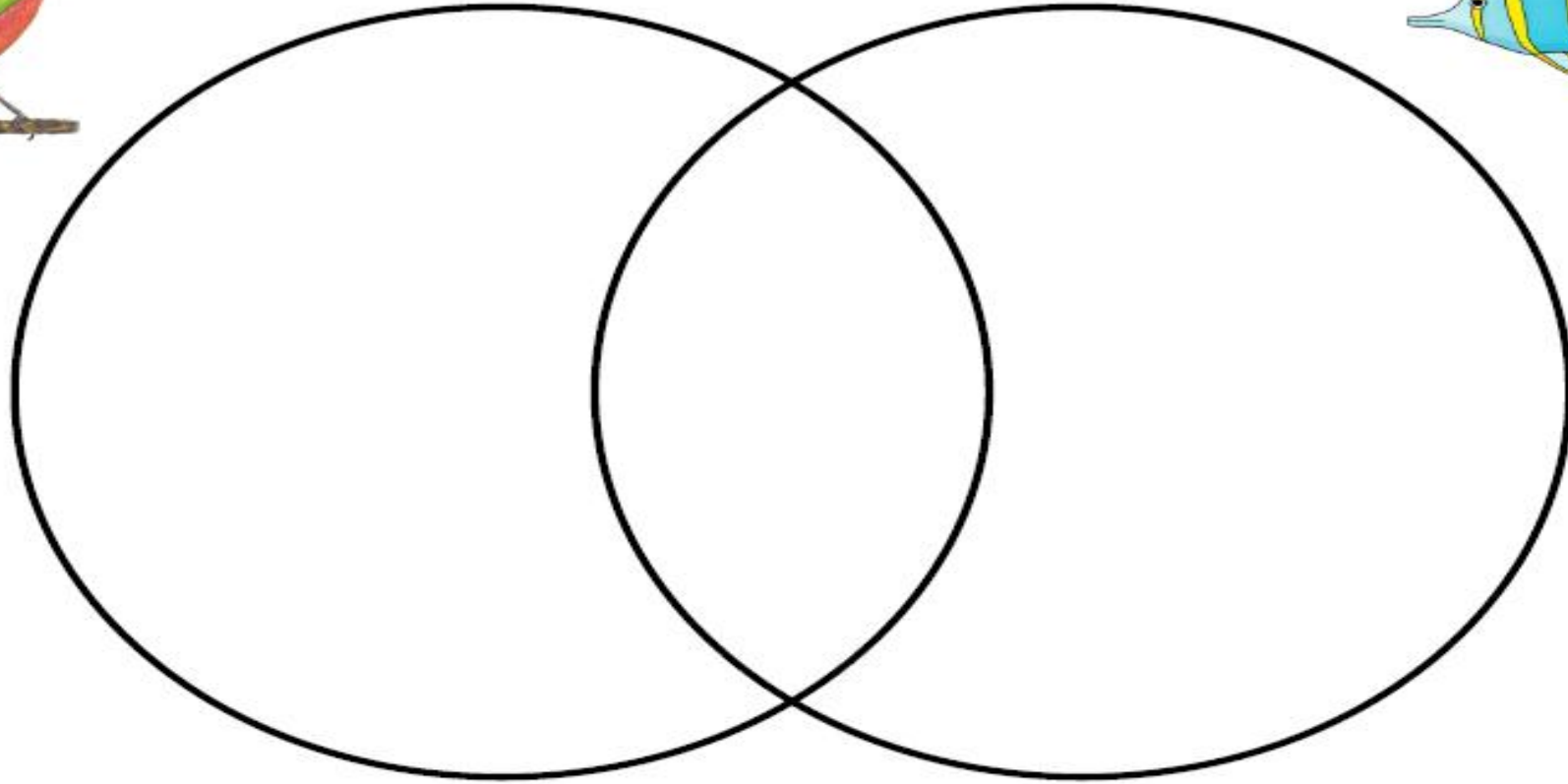
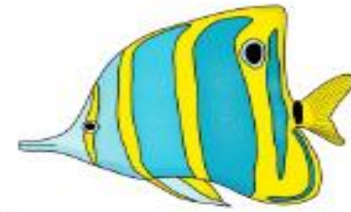
# What makes the frog catches food?





**BIRD**

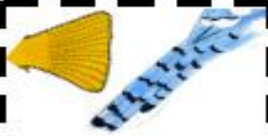
**FISH**



feet



fins



tail



mouth



beak



feathers



scales



Goodbye

